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THE CAMPUS

VOL. LXIV | MIDDLEBURY, VERMONT, THURSDAY, APRIL 24, 1969 | NO. 21

Prof. Ramsey Delivers Fulton Lecture At Science Center Dedication Saturday

By KEVIN DUNN

The speaker at Saturday's Science Center Dedication ceremonies concentrated mostly on the problem of justifying Middlebury's newest building to the humanists and social scientists on campus.

Visiting Professor Norman F. Ramsey, delivering this year's Fulton Lecture, began his speech "Science as an Art" with a review of the justifications for the building of a science center at a Liberal Arts institution like Middlebury. In the main body of his talk, Ramsey showed that scientific inquiry is not purely the "dull, straightforward procedure" of the scientific method. The great scientist, he said, is just as intuitive, just as creative as the great artist.

Ramsey, like several of the speakers at the dedication ceremonies, tried to show the relevance of science to the solutions of the real problems the world faces today. In order to "contribute knowledgably" to these solutions, said Ramsey, man needs the contributions of all disciplines, including the natural sciences. As an example, he cited the contributions of biology and medicine to the relief of human suffering. He also noted, however, that sometimes the solution of one problem poses new problems: we have solved some of the problems posed by plagues and disease, but now we are troubled by overpopulation and all-too-obvious presence of the poor. Science has lengthened the life expectancy of the poor, and now it must not shirk its responsibility of finding new ways in which these poor can contribute to society.

The theme of science's relevance to society was repeated in the dedication ceremonies by Chairman of the Board of Trustees L. Douglas Meredith when he said that the center is "more than just a structure, it is a pathway to the future," a path which will present "challenge and promise" to those who work in it.

President James I. Armstrong, in his speech accepting the new Center, repeated this theme, but added that the sciences must fit in with the college, as well. The building, he said, is a "statement for science in a liberal arts curriculum."

Ramsey had earlier detailed the arguments behind the President's statement that science is more than just a "tool kit . . .it is one of the basic humanities."

He defended the Science center and the consequent strengthening of the science departments, saying that a stronger science department offers the undecided student a better exposure to science as a possible major. In addition, Ramsey stated that a non-scientist with no science in his background would be narrowly educated — just as narrowly as a scientist who takes all science courses.

The main thrust of Ramsey's talk, however, was to prove his title, "Science as an Art." The layman, he said, is greatly impressed with the exactitude of the scientific method, and thinks that science is no more than a logical, step-by-step process, a dry proof of a hypothesis.

The distinction between the great and the dull scientist, said Ramsey, lies in how the method is applied to the case. Scientists are like painters in this respect: a minor painter may know how to mix paints just as well as Picasso does, but once it's mixed, "Picasso knows where to put the paint."

In the same way, science is a creative process, and it is the creative scientist who can decide what problems to study, and who can form the original hypothesis. "There is a certain amount of luck involved," he said, "but genius seems to breed luck."

Science, he said, is full of surprises; "Sometimes nature will disappoint you by choosing not to follow your beautiful theory," even though it is mathematically perfect. On the other hand, the scientist sometimes gets "a tremendously greater return than you anticipated." He cited a few of science's "accidental" discoveries — discoveries made by great scientists who could stand outside the scientific method and conceive of new unknowns.

Gov't. Intelligence Agent Investigates Mobe & SDS

Dean of the College Dennis O'Brien revealed last Friday that a representative of a government intelligence agency had requested information from the college concerning the activities and membership of the Mobilization for Peace and the now defunct Middlebury SDS chapter.

Speaking before the College Council, O'Brien said that he refused to divulge this information to the intelligence man and told him that the college did not even collect it.

According to O'Brien, college policy concerning records of a student's political activities is based on the statement of student "Rights and Freedoms" adopted jointly by the American Association of University Professors and the U. S. National Student Association. The statement, which is contained in the Middlebury student handbook, says that "The College keeps no records which reflect the political activities or beliefs of students."

Students are free, however, to indicate on their student activity card any affiliation they may have with the various political organizations on campus. These activity cards are part of each student's registration folder and students are asked to update them every year at registration time.

When a student has listed his political affiliations on his activity card and has also signed the release form authorizing the Deans "to utilize material from records when information is requested by appropriate authorities," the list of his affiliations will apparently be released.

According to the handbook statement, "If authorization is not given for the utilization of student records, the college will inform the inquirer that it does not release records without authorization.

O'Brien said that the intelligence man had first tried to ask Campus Security Officer Robert Steeves for the names of members of the Mobe and SDS. Steeves reportedly refused to speak to the man and referred him instead to O'Brien.

The Dean would not reveal the identity of the intelligence man or the name of the government agency he represented. He did mention that there was an FBI man operating out of Rutland and that there are several other government intelligence agents in the state who occasionally visit him.

O'Brien would only say that the man asked in particular about a Middlebury SDS meeting at which, he claimed, 27 SDS members were present. According to O'Brien, the intelligence agent "seemed to know more about it than I did."

When asked how an outsider would have obtained such information about a meeting of an on-campus organization, O'Brien said that he presumed student informers were used.

Bio Students Call For Course Change

BY TED HOBSON

130 students of biology 11.2 have signed a petition attempting "to convert a useless drudgery to a reasonable, relevant study program." The petition, drawn up by James Olivier and David Sheldon, both freshmen, complained that Biology 11's work load is "completely disproportionate to beginning courses in other fields.

The petition called for a general science course with "emphasis on general theories of modern sicence and their application to the non - scientists throughout his life." If such a course were not possible, a biology course with a concentration "on general concepts rather than trivial details" which would relate "biology to non-scientific fields" was suggested in the petition.

In an interview with the Campus Dr. George Saul, head of the biology department, outlined the program for next year's freshman course. During the first term the class will study fundamental concepts of biology, and environmental and genetic problems. At the close of the first semester, biology majors will go on to higher courses and the rest of the class will continue in a course that, according to Saul will be "slanted quite specifically toward the non-science major, and oriented rather heavily toward man."

Olivier called the revised course "what I had in mind as a second alternative" and he stressed the need for a general-science course which would concentrate "on general concepts rather than trivial details." His proposals that the restructured biology course consist of 2 lectures and a 1-2 hour lab or discussion per week met resistance from the Department. Saul commented, "My only reaction to both these proposals is highly negative."

Many students of the course signed the petition as a "sign of dissatisfaction" with the present course, and were not in strict agreement with all details of the petition.

Speaking of this year's Biology course, which provoked the petition, Saul said, "I don't think there was a concentration on 'trivial' details. The mistake on the Kreb's Cycle business was the way the thing developed — with an overemphasis on chemistry." He noted, "I see (this) one mistake in it. And I think that students have rather unfortunately tended to remember that part of the course." He added, concerning the Kreb's Cycle, "It was a case of losing the principles in a mass of detail."

Numbering about 250 students, the biology 11 course has provoked some protest simply because of size. Saul commented, "The course is huge; it's probably the biggest one in the College. This is not a pleasant situation, but it's one that exists. It will be smaller next year as a matter of course, because the freshman class is smaller."

No changes will be incorporated this year, though Saul said that the classes are planned already to be primarily 'related to man and his environment. "The revised course

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There will be a meeting at 7 p.m. tomorrow in Proctor Lounge to explain the student-faculty course to interested members of the college community.

Student - Faculty Course Proposed

A proposal for a new Interdepartmental Course entitled "Change, Continuity and Justice in Contemporary America" has been drawn up by a group of faculty members and students concerned with curricular reform.

The course has been planned to fill the need in the present curriculum for study of the "over-all view of social problems in America." Rather than analyzing one particular aspect of society, the course is designed to explore selected social problems from an interdisciplinary approach creating linkages among the diverse spheres of scientific and scholarly endeavor.

More specifically, the course's purpose is: "1) to gain a deeper understanding of the processes and institutions by which American society affects or fails to affect continuity and change; 2) to assess the resulting forms of justice and injustice at the interpersonal and international levels; and, 3) to provide insight into the interrelatedness of seemingly discrete problems in social life and to discover means for more effective policy formulation to achieve greater justice."

Instructor of Political Science, Faruk Logoglu, who did most of the work on the proposal, said that he hoped the plan could be presented to the Curriculum Committee soon. The proposal is currently under consideration for adaptation by the Sociology Department. The proposal can not be presented directly to the Curriculum Committee; a faculty member must first agree to teach the course. Logoglu said that the approval of the Sociology Department and the Division is currently being sought.

Extortion, Embezzling and Business Managers seem to be in season.

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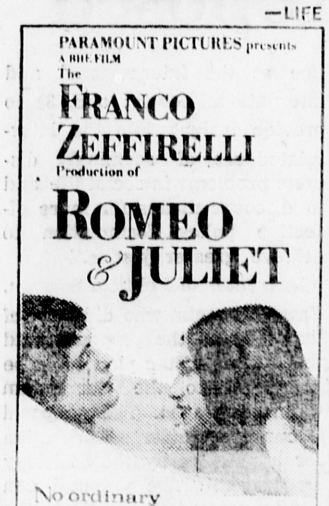

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Trustees OK King Report

The Board of Trustees has approved the King Commission Report in principle according to President James Armstrong.

The Trustees approved the college's expanded effort to enroll more disadvantaged students. Most of these students will be black, but students from rural poverty areas and other minorities will also be sought.

The amount of financial aid money available for disadvantaged students will be doubled. No specific figures are available on this.

The Trustees agreed to allot $4500 for the Youth Opportunities for Understanding Program. This amount is to be matched by the students.

An ABC program for underprivileged high school students will be instituted if the college can obtain a $50,000 a year grant which would pay for various expenses including the salary of a special program director. The director will run the program and also be responsible for finding funds for ongoing programs.

The Trustees approved the appointment of Arnold McKinney as Special Assistant to the Dean of the College and passed the application for the HUD building grant for the new dormitories.

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News Shorts

Tap-In

The Blue Key and Mortar Board are to tap the newly elected members in a joint ceremony on Sunday, April 27. In recent business the Blue Key elected Grahame Shrubsole President for the next year. Shrubsole, a Music major, is a Dana scholar, and News editor of the Campus; he directed the student production of Purcell's opera Dido and Aeneas last year (and is on one of the Dean's lists.)

Theatre Workshop

The Theatre Workshop, the same group which produced Othello earlier this semester, will be presenting two modern one-act plays tomorrow, Saturday and Sunday. "The Town" by Lula Anaggnostaki, is a Greek play translated by its director, Vassily Haralanbides who is a sophomore. He is also directing "The Lover," by Harold Pinter. Both plays are totally student run productions. They will be performed at 8 P.M. each night in the Johnson building. Admission is seventy-five cents.

New Faculty

Dr. Robert L. Ferm, has been named professor of Religion and chairman of the department at Middlebury. Dr. Ferm is currently chairman of the Religion department at Pomona College and is also a professor on the staff of Claremont Graduate School. He served as visiting associate professor of Religion at Middlebury in 1964-65.

Also appointed to next years faculty is Peter Stitt who will be an Instructor of American Literature.

Bruce T. Grindal of Indiana University will be an Instructor in Anthropology. Grindel conducted research in Ghana, 1966-68, on a grant for completion of his Ph.D. dissertation "The Arts and the Educated African: A Preliminary Investigation of British West Africa."

Dr. William L. Sharp will be visiting professor of Drama next year. Dr. Sharp is currently an Associate Professor of Drama at Stanford University. He has been a member of the Bread Loaf faculty for the past three years and will return again this summer. He has acted and directed at the Repertory Theatre, Madison, Wisc.; the University of California, the Shakespeare Festival, Ashland, Ore., and the Stanford Festival of Arts and Repertory Theatre.

Two new members have been appointed to the French Department. Dr. O. Allen Thiber of Duke University, will be an Assistant Professor of French; George Bernauer will be an instructor in the department.

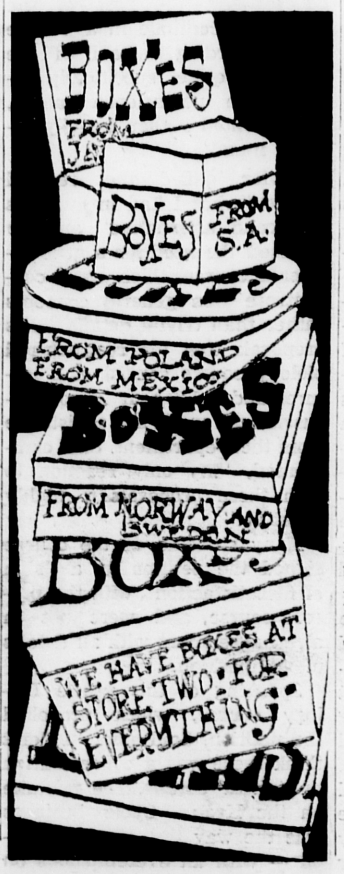
Albert Church will be an Instructor of Economics.

Miss Beverley R. Driver of Indiana University will be an Instructor in German.

Dr. Louis Pellegrino, of Lake Forest College, has been appointed as Assistant Professor of Psychology for next year. His main areas of concentration have been the central nervous system mechanisms of learning and emotion.

Admissions Policy

The student-faculty Committee on Admissions Policy is sponsoring a public forum with the staff of the Admissions Department, tentatively scheduled for Wednesday, April 30, at 4 P.M. in Proctor Lounge. All members of the college community are invited to come and discuss admissions policy.



. . . MEETINGS ARE LIFE

surrender to the meeting. . the meeting is the message all meetings are the same same same

NEWS SHORTS

IFC Party

The Inter-Fraternity Council is planning a party for Saturday, May 3. In the afternoon, two bands will play behind the Field House and in the Evening the bands will play at a barn in Cornwall. Forty kegs of beer will be supplied and freshmen are invited.

For all freshmen interested in the fraternity system, there will be mandatory smokers Sunday, May 11 and the fraternity houses will be open throughout the next week from seven to twelve o'clock in the evening.

Dance Program

Tonight at eight o'clock, there will be a dance program presented by the Middlebury College Modern Dance Club. There will be no admission charge for the performance in Dana.

Senate Monies

The Student Senate allocated $6,082.38 on Sunday night to various student organizations — $3,000 to YOU, $1,000 to the Student Theatre Committee, $600 for a student opera production, $500 to the IFC for Spring Weekend, $250 to the Religion Conference Conference, $210 to Women's Forum, $200 to The Mobilization for Peace, $150 to **Frontiers**, $137.38 to the Young Republicans, and $35 to the Spanish Club. It has $767.06 for further appropriations.

The Senate appointed Nancy Cary, Dan Sommers, and Marshall Webb to the Student - Faculty Committee on Campus Order, and Salisbury Adams, Leonard Fricke, Linda Headly, Marey Pheiffer, Grahame Shrubsole, and Jo Anne Wayles to the College Committee on Residence.

The Cranes Are Flying

The Russian Club will present the film "The Cranes Are Flying" this Friday in Dana.

Societies . . .

Continued from page 4

charge, and to appoint faculty as "fellows" to the societies. A more informal relationship, such as classes held during meals, between students and faculty is desired.

It is hoped that the societies will break down the student body at Middlebury — which will swell to 1800 by 1972 — into groups where each student will have a larger voice in determining the quality of his social life. They will also provide for a more realistic relationship between men and women on the campus through coeducational dining, as well as a common center for leisure. Furthermore because the students will be members of a smaller community for such matters, the societies have an opportunity to offer a chance for greater participation in activities where money is spent, and in other facets of Middlebury life, from drama to student government.

There is absolutely no cause for strenuous rowing when the wind blows the way you want it to.

College Council Calls For Student Participation at Faculty Meetings

The College Council has recommended unanimously to the Senior Faculty Council that 1) all faculty meetings should be open to students on a limited-seating basis; 2) that a group of students (either the Student Senate officers or the SEPC) should be allowed to address all faculty meetings; and 3) that student members of faculty committees should be allowed to address all faculty meetings at which there is business concerning their committee.

The Senior Faculty Council has been considering a proposal from the Student Senate to open faculty meetings and allow certain students to address the meetings. The faculty will vote on the proposal at its May meeting.

Dean of the College Dennis O'Brien announced to the College that the Board of Trustees has approved a 50 percent increase in the amount of financial aid money to be given to disadvantaged black and minority group students in next year's freshman class. 16 percent of the present freshman class is receiving financial aid. The 50 percent increase in aid to disadvantaged students will not be taken from the money going to other financial aid students.

In connection with admissions policies, Student Senator Bret Marcus asked if the admissions officers might be invited to meet publicly with interested students. Senators Karla Baehr and Joelle Murat criticized what Joelle termed "up against the wall meetings" at which uninformed students sharply question college administrators. But Joelle agreed to ask Admissions Policy Committee to arrange such a meeting.

O'Brien mentioned that financial considerations are important to admissions policies and cautioned against blaming the Admissions Department for all the ills of the College. He noted, however, that Middlebury does recruit too heavily from prep schools and that the Admissions Department is behind the times in the utilization of alumni recruitment committees.

In response to criticism of Middlebury's dependence on upper middle class students, O'Brien cited the amount of income to the College that these students represent. Because of Middlebury's low endowment, he noted that the College must accept a large number of students who can pay the full tuition, and thereby contribute to the income of the College.

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Report On Student Societies

By TED HOBSON

A Student-faculty-administration committee has been appointed by Dale DeLetis, Director of the Student Societies, to conduct all planning for the societies.

The committee is composed of Assistant Dean of Women Erica Wonnacott, Coordinator of Student Activities Lynn Hinman, Mr. John Andrews, Associate Professor of Philosophy, Mr. John Freidin, Director of Teacher Education and Instructor in History, Mr. George Motolanez, Instructor in Russian, Mr. William Kerrigan, Instructor in English, Wheaty Hall, Ted Hobson, Bob O'Connell, Lupi Phillips, Gail Stevenson, Harry Zinn, and one more student fraternity-member to be appointed.

After its preliminary meeting last week, the Committee divided into Academic, Eating, social and athletic, and Administrative sub - committees. The committee as a whole will prepare a "lengthy report" for campus distribution no later than the second week in May. Dean of the College Dennis O'Brien is attending the committee meetings and the meetings of the Administrative Sub-committee. All sub-committees are chaired by students, as requested by DeLetis who attends all meetings.

The Student Socieites are scheduled for completion on September first, though no buildings in recent Middlebury history have been completed on time. The societies are identical in most respects, and are parts of the same building. There are three of them, each offering such amenities as a large, carpeted dining room for 125 persons, a smaller private dining room, an unfinished "multipurpose" room, a "grotto" (containing bar facilities), a kitchen for student use, two faculty offices, one seminar room, and, by recommendation of the recently appointed Planning Committee, fireplaces.

The societies are a result of the Ad Hoc Committee on Student Life which met for two years. The Ad Hoc Committee also recommended that the eating and sleeping functions of fraternities be phased out, but this was never done.

Under a compromise agreement worked out between the trustees and Alumni Interfraternity Council, the fraternities are to be allowed to coexist with the societies.

The societies are seen as an alternative for the majority of upperclass students, who do not eat in fraternities, as well as a place where the academic and social aspects of Middlebury can be integrated. As Dean O'Brien pointed out, Middlebury, a "co-educational" college, has a situation whereby students eat in a co-educational dining hall during freshman year and then segregate according to sex for the remaining three years.

Because each student is being assessed $42 for the construction of these buildings, similar to the Student Center Fee charged for Proctor Hall, the societies have an obligation to provide their facilities for the entire student body. The $42 will not finance the dining facilities which draw their money from the board charge. The dining halls can each seat 125 persons, but may feed up to 200, or a maximum of 600 in all three together. The societies' dining halls will receive their food from a common kitchen.

Each society will have a budget to finance the activities which will be planned by members. A budget of $5000 for all three has been submitted, but Hinman has suggested that $5,000 for each society is more appropriate. The money will probably be spent primarily on events of an academic nature, and the societies will probably decide which events will be closed to outsiders.

The Planning Committee must decide how and how many students will be affiliated with each society. One idea that seems popular is to give each student a vote in one of the three societies. Under the proposed plan, all eligible upperclassmen would sign up for one of the three communities. Fresnman may be assigned to one of the three, and may also have living arrangements that coincide with their society assignments.

Hopefully, the three communities will not be dominated by various cliques, but will be microcosms of the College. Under the plan students would have at least limited access to the dining halls of the other societies. It does not presently appear feasible to have freshmen eat in the societies. However, the administration does have elaborate plans for the remodeling of the Proctor dining facilities which may be used if adequate funding is forthcoming.

The Planning Committee not only has the responsibility for assigning members to the committees, but must also decide the government structure, suggest social and academic programs, and work on the primary task of "integrating the social and academic lives of students." Since the house systems of Yale and Harvard are similar in this primary goal, the Committee has some opportunity to learn from other colleges' mistakes.

In order to relate the classroom life to the social life, the societies should offer student-faculty contact. The Committee is discussing methods by which the faculty will be encouraged to spend time in these student communities. Under scrutiny are plans to give faculty meals free of charge, or at a minimal

Continued on page 8

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To The Editor . . .

Continued from page 6

groups. An obvious cause for this innovation is a desire to create a more harmonious atmosphere for the dialogue so essential in a beneficial exchange of knowledge. With this view in mind, I suggest that Middlebury College hire a Campus Fool whose gentle mockery would demonstrate equally man's foibles and innate goodness.

This is not an original concept. Town Fools were employed extensively during the Middle Ages and at present the city of Vancouver in British Columbia has the services of one who among other things boasts a theology degree from a very reputable University in Europe.

One cannot escape the feeling of gloom that pervades this campus from the beginning of November until the end of March. I feel that a sincere Campus Fool might point the way towards an awareness of the proper relationship between man and the universe which I feel might well relieve the so prevalent sense of depression on this campus.

The Winter Session has been designated as a time for educational experiment in the broadest sense. Why not let a student during this period be a Campus Fool for his course requirement? His job would be to publicize the humour found in all our lives and save us from intellectual and emotional arrogance which I believe to be a potent factor in disease of depression. Is not the avocation of Campus Fool consistent with the humanist philosophy and tradition? Shakespeare's clown often played the role of the philosopher. For the cynics, may I say, that since there is an abundant supply of "guts" available during Winter Session for those who wish to escape the rigours of conscientious effort, why not allow a sincere individual to take on a full time job during this period. His effectiveness at plying his trade would be easily evaluated during the gloomy month of January.

Lest I be accused of "buck passing" or lacking "the courage of my convictions," I would be prepared to don the motley mantel and cap of the fool.

Hal P. Rolph

Dylan

To the Editor:

I happened to be sitting here listening to the new Dylan album when I picked up this week's **Campus** and read Allen's and Hill's review of this album; either the record or the review had to go — they bore no relation to each other; the **Campus** went. Allen and Hill's approach to reviewing rock is typical of a trend which threatens to destroy the life and creativity of rock music. They discuss music in terms of sterile adjectives which convey no sense of emotion:

"The Dylan album is interesting, the Burrito Brothers are pleasant, the Birds are magnificent" etc., etc. They might be critiquing a plastic exhibit. That they have no sense of Dylan's development as a musician, and what's worse, no emotional communication with his artistry, is demonstrated when they write, "All in all its just another country album; it could have been done by Merle Haggard or Cash but it happens to have been done by Dylan." Did Cash ever play a harmonica like Dylan plays it on "Nashville Skyline Blues" the purest country song on their album?

Dylan writes songs and plays them because he wants to communicate something to other people, and maybe help more pop facts than any body else in the neighborhood. He doesn't sing so that people can build a phoney sense of brotherhood by chanting "Wow! That's fantaaastic!"

Rick Shaine

Excerpts from the "Dean O'Brien Cantata", a work inspired by the CSL Report.

CHORALE

Dean O'Brien, blessed lord,
Thou hast saved us by thy word.
Hear us as we praise thy name;
Please accept us back again,
Though we once were sinners.

CHORUS

Now the rules are being changed
And from all who were estranged
Comes a cry, a fervent plea,
praying for equality.
In Loco Parentis.

ARIA

In Loco Parentis I do adjure;
It is a notion we all abhor.
To change the title I am fain
But its basic tenets shall remain.
There are some rules we can't ignore.

CHORUS

Lo, how he comes, the mighty lord most high;
With rules in hand he bids disruption fly.

PASSACAGLIA

Fear not my soul the hour is passed,
The fire he breathes will be his last
A little while our knees we'll bend
And praises to our lord we'll send,
And then with rays of morning sun
We'll rise again our service done.

(Excerpted by kind permission of the Author.)

Righteous Justice.

The Starr Casino and Burlesque is considering a merger with the Starr Bar and Country Club. Though hearings are still being held at the Student Senate committee on monopolies, the establishments will be open for business as usual this week.

If she was my daughter. . .
What would I do, Daddy?

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THE NEW SCHOOL COLLEGE

is the senior college of the New School for Social Research, an urban university located in Greenwich Village with all of New York City for its campus. There are three main New School units. One is the Graduate Faculty, a leading center in the Social Sciences that offers training to 2,400 masters and doctoral students under scholars like Economist Robert Heilbroner, Political Scientist Saul K. Padover, and Philosopher Hannah Arendt. A second is the New School evening division, which provides a vast range of courses, workshops, and lectures for some 12,000 New Yorkers annually, and serves as a major cultural center for the community-at-large with programs of concerts, films, modern dance and art exhibitions. The newest unit is the

NEW SCHOOL COLLEGE

an undergraduate program, limited to 500 students. The College offers a two-year program for students who have already completed their sophomore year elsewhere, and who are interested in earning their B.A. with emphasis in humanities or social science, in a program which considers undergraduate education important in itself.

Instead of lectures, every class in the College is designed as a seminar, with about twenty students sitting around a table to learn through participatory discussion. Instead of textbooks, the student confronts the actual works produced by great minds of the past and the present—Aristotle and Sartre, Freud and Erikson, Sophocles and Pinter, Marx and Marcuse, Shakespeare and Picasso, Joyce and Antonioni. Instead of requiring its teachers to engage in specialized research and publication, the College has a faculty whose primary commitment is to teaching, and it frees them from extrinsic demands so that they can concentrate their talents on the instructional program. Instead of taking a collection of unrelated courses, students take a Divisional Program—a set of courses designed by the faculty to fit together into a total educational experience. And instead of a "major," each student pursues his own Individual Study Program, in which he investigates, in considerable depth and over a two-year period, a problem of his own choosing under the guidance of a tutor.

The student takes three year-long courses during his first year and two year-long courses during his second. This constitutes his Divisional Program. The rest of his time is spent in Individual Studies, which he initiates during his first year and pursues for half of his time during his second year.

THE DIVISIONAL PROGRAM: Unlike most colleges, we are not divided into specialized departments like English, History, or Psychology. We have only two Divisions—the Humanities and the Social Sciences. The entering student normally elects to study in either the humanities or the social sciences, but may choose to work in both.

The significance of this unorthodox Divisional structure is twofold. It means that the student takes courses at an advanced level that are genuinely interdisciplinary rather than narrowly specialized. And it means that the student is free, in the Individual Study portion of his program, to investigate a problem that defies the boundaries of conventional departments, perhaps cutting across philosophy and drama, or psychology and economics.

THE HUMANITIES: The humanities comprise all the creations of man—in music, painting, and literature, in history, science, and philosophy. Yet at most colleges, a student who wishes to study these creations at an advanced level must limit himself arbitrarily to the study of a single kind, and even to a single country or period. There is no "department" at most colleges that will allow him to major in both Thomas Mann and Dostoyevsky, both Pinter and Proust. And even when he limits his study to one of these figures, the intellectual tools that he requires for exploring the ideas of that writer in depth can only be acquired by taking courses in still other departments—philosophy or theology or psychology. Similarly, a student who majors in the conventional philosophy department cannot develop, within his specialized courses, the aesthetic sensitivity that he needs to penetrate fully the philosophy of thinkers such as Plato and Nietzsche and Heidegger, whose philosophic visions are expressed by means of image, myth, and dramatic action no less than by rational discourse. It is for these reasons that our study of the humanities is interdisciplinary rather than fragmented into departmental "majors."

We have designed a set of courses that fit together into a comprehensive investigation of the creations of man. It is possible for us in a single course to juxtapose a treatise by Kant, a novel by Barth, and a movie by Godard in order to deal fully with the problem under investigation. The emphasis is less on assembling information about particular works than on discovering the methods of understanding and appreciation that can be applied to *any* work. The goal is to provide tools of analysis that will extend the student's insight into the humanities when he pursues his own Individual Study.

THE SOCIAL SCIENCES: The most worthwhile research in the social sciences tends to involve two or more specialties simultaneously. Schumpeter was an economist, but *Capitalism, Socialism and Democracy* is as well philosophic, political and historical. Myrdal is an economist, but *The American Negro* draws on many fields. Arendt is a philosopher, but *Totalitarianism* is historical, sociological and psychological. And current efforts to understand such diverse phenomena as the underdeveloped nations, fascism, poverty, and hippies look to all of the social science disciplines. We have therefore constructed an upper-level program in social science that is totally interdisciplinary.

The emphasis is on formulating new problems rather than learning the answers to old problems, on mastering the methods by which truth can be discovered rather than memorizing the truths already known, and on understanding the seminal concepts that have proved to be especially suggestive in illuminating social reality. The problems studied in this program, as well as the readings, exhaust no universe, establish no canon, define no orthodoxy. They provide a strong foundation on which the student can build his Individual Study program.

THE INDIVIDUAL STUDY PROGRAM: One-quarter of the junior year and one-half of the senior year are reserved for individualized study. The student pursues his own special interests under the guidance of a faculty tutor and by means of the analytical tools he is developing in the Divisional Program; his work generally culminates in a written paper. Some students form their own seminars or enlist members of the faculty to offer special courses; others take courses from the vast programs, graduate, undergraduate, and adult, available at the New School for Social Research—courses taught by such visiting specialists as Paul Douglas, Rollo May, Bayard Rustin, Leslie Fiedler, Lee Strasberg, Allen Ginsberg; and others choose to work independently of any course structure, under the direct supervision of their tutors. The possibilities for Individual Study are initiated by the student himself and limited only by his imagination and intelligence.

THE INTER-DIVISIONAL CORE: At the center of the Divisional Program are the courses in which students and faculty from both of the Divisions come together for intensive collaboration on common concerns. Perhaps no other aspect of the College embodies as radical a departure from the dominant trends in American education as this one, which we call the Inter-Divisional Core. Its purpose is to discover new intellectual arts for dealing with the problems men confront when they try to know and act. We conceive these intellectual arts as modern adaptations of the old "liberal arts," whose original function was to "liberate" men from old ways of seeing and doing.

The readings in these courses are drawn from all the areas of knowledge—humanities, social sciences, natural sciences, and philosophy. They are selected to shed new light on some of the fundamental issues underlying all knowledge and activity, issues like the relation between fact and value, theory and practice, subjectivity and objectivity, thought and action. In a rigorous and serious manner, the courses investigate questions like these: Are there "arts" of discovery—intellectual strategies for hitting upon new solutions to problems? Are there any "hard facts" in the world—facts that can't be altered by the perspective from which they are viewed? Is there a method for making oneself into an innovator rather than a passive transmitter of outside forces?

THIS PROGRAM is now three years old. It has drawn students from over 300 colleges and universities throughout the U.S. Although it emphasizes the value of education for its own sake, substantial numbers of its graduates have been admitted to top-ranking graduate schools. Tuition and fees are $1700. Most of the students live in private quarters near the School. We do not provide housing. We have no gymnasium. Only teachers, students, classrooms and books.

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Editorials

Curricular Reform

A group of students and faculty concerned with curricular reform have proposed an Interdepartmental Course in "Change, Continuity and Justice in Contemporary America." There is a crucial need in the present curriculum for this course; it is essential that the groups' efforts be rewarded with the acceptance and implementation of their proposal.

It is particularly encouraging that individuals, without goading from higher authority, took action on their deep interest in curricular reform. Their spontaneous action is indicative of the kind of genuine concern for this school which has been growing steadily this year.

An excellent reading list has been formulated for the new course. The list provides reading on Racism and Its Effects, Poverty, Economics and Politics and the possibilities for solutions in all these areas. This list should be made available to all members of the college community. We suggest that a special lending library be established to disseminate these books.

Archaeology

In recent weeks there have been whisperings among many students concerning the possibility of having an Archaeology course taught here. It appears that the recommendation concerns not only a baby course but also more advanced specialized or field work. It would be possible it seems to me to institute this very desirable sort of program if it were treated as an offshoot of the Fine Arts, Classics and Anthropology departments. If one professor could be hired he could teach four courses, two each in alternate years. Presumably if the right person could be found, (which admittedly might be difficult), courses in General Archaeology, Classical and/or Oriental Archaeology and Archaeological technique (working on the untouched Indian sites on Lake Champlain for instance) could be offered. Because of the nature of the College it would not be necessary to provide a highly specialized (and hence somewhat limited) person. We strongly urge the hiring of a new faculty member to teach this field.

A. G. S.

Keeping Black Alive — Jim

WATERMELON MAN

Say hey
Watermelon man.
Watermelon ripe?
Not quite.
One doesn't harvest watermelons.
You go out and bust them open
Eat its guts and suck its juice
Stab it in the heart.
Anticipate that next bite,
Say hey
Watermelon man
Watermelon ripe?
Not quite.

VISIBILITY

Again
the day breaks
wide open
shimmering
breaking open
the day
again.
Grief follows to the fields
to the cotton fields
to the wide fields;
Broken open
by day and grief.
I grow cold.
I have
Broken
Like the day, like my grief.
Big pains
break
small minds, small bodies
wide open.
It all hangs out
raw, crude, and funky.
Yeah man,
Get it together . . .
There are few directions to follow.

WAR OF SORTS

fields,
mud covered
rain soaked
grounds;
sun baked
dried dead
bodies
the dirt
bears
incidentally
Kneel in the face
Of your God
Whose convictions
Reflect your affliction
Onward Christian Soldier
Kill
Kill for Liberty
Kill for Peace
Kill for any
God damn reason
Kill
Mother-fucker
Kill
Cries scream loud
No doubt
Their protest
Is Convention
That revolution
Their call of will
Satisfies a need to kill
I can't abide
To your codes
I'm busy
Keeping Black alive
In my war
Humanity survives;
My very liberal comprom

Letters To The Editor

Culture Confab

To the Editor:

In some quarters the Middlebury Conference is still known as the "Culture Conference." It began as a culture conference but its original intent has gone awry. Now, concern is entirely for the crisis of the moment, the most pressing issue which demands an immediate solution. Thus experts are brought to the campus to expounds, enlighten, harangue, and generalize. I am not suggesting that the present format of the Middlebury conference be changed, but that a second conference be held, possibly during the winter session. In short, I am calling for a revitalization of the Culture Conference.

The last Culture Conference to be held on the campus, and that was nearly a decade ago, included participation by such notables as Edward Albee, Virgil Thomson, Elaine de Kooning and Ralph Ellison. It is possible to get such people here. They may not be able to solve all of our problems, but their presence is stimulating and their company vitalizing.

Robert F. Reiff

Open Casting

To the Editor:

While I appreciate very much Gregg Humphrey's understanding of **Billy Budd**, so ably demonstrated in his article on that play, I must take issue with him concerning his comments on Production Seminars versus the "open" tryout system and at the same time defend Mr. Teush's casting of **The Bacchae.**

Production Seminars as originally conceived by the Department of English and Drama can relate every student enrolled in one to every aspect of a play's production. Under this system the actors, designers, directors, and technicians should understand each others problems and all of them should thoroughly understand the play. Each should also become a part of a team directing its energies toward the fulfillment of an aesthetic goal. Thus, ideally, every student working on a play in any capacity would derive maximum benefit from his experience (as well as academic credit) if he is a member of the seminar. This is the ideal, but like most ideals it is difficult to accomplish.

There are at least two major factors that militate against the ideal. One is that no student, no matter how great his interest and talent in theatre arts may be, will be able to enroll in a production seminar each time a play is produced. Also there are many plays that require so many participants that all of them could not be productively accommodated in such a seminar.

So Gregg need not worry too much about the disappearance of the "open" tryout system. The big problem will be when to hold the tryouts in relation to the seminar. There will undoubtedly be many departmental discussions before this problem is solved.

Erie Volkert

Values

To the Editor:

I would like to contend Matthew Higgins' definitions of "the always they and it." I believe that Mr. Higgins has warped the definitions of these important concepts simply to suit his own goals. Having studied Aleology myself, I offer the following counter-definitions in hopes that prospective students of this absolute science will be able to more clearly understand the basis of the discipline:

1. "they (them)" refers to the group of metaphysical engineers who meet in Vladvostok yearly at precisely the second between December 31 and January 1. . . "they" use that second to make every possible statement in all languages. The reason, apparently ignored by Mr. Higgins, is so that one will be correct when one says "they say that. . " Statements of this type, of course, are beyond dispute, since the quoted authorities are infinitely perfect. Since Mr. Higgins has chosen to ignore "their" perfection, we can only pray to "them" to show "their" mercy to him.

2. "it" refers to the specific quantity known to the layman as "good journalism." My point is this: the absurdity of the first part of this letter is overshadowed only by the supreme absurdity of Mr. Higgins' original article. When the "official student voice" of the college takes advantage of their exclusive monopoly of the press to editorialize, some people may feel the need to protest. However, when said organ (I use the term loosely) decides to **waste** one and one half pages with such drivel as the article in question, I feel the need to express my absolute disgust. I would hope that the **Campus** will confine itself to the publication of items of value, subjective or objective, but at least (at most?) of **some value.**

I read it; it lacks "it"
Andy Merdek

Campus Fool

To the Editor:

As we all know, various organizations have been soliciting suggestions on how to make Middlebury College a better and more relevant institution of higher learning. The Winter Session program is a prime hallmark in the ever advancing march of progress on this campus. The administration has invited students to participate to varying extents in the decision making process. I understand that a student is to be appointed as an assistant to the Dean to act as a liaison officer between faculty and student

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The Campus

The student newspaper of Middlebury College, published at Middlebury, Vermont 05753 every Thursday in the College year, except official College holidays and during examination periods.

Second-class postage paid at Middlebury, Vermont 05753. Subscription rate: $6.00 per year; $3.50 per semester.

Editorial and Business offices in Proctor Hall, Middlebury College, Middlebury, Vermont 05753. Telephone 388-2813. Address: Box 798, Middlebury College.

Opinions expressed on the editorial page do not necessarily reflect the official position of the College. Signed columns, letters and articles are the responsibility of the writer.

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mmie Brown

WHAM BAM, THANK YOU MA'AM

With inquisitive ears
Curled eyebrows
I listen to your talk.
And see what I am made to see.
Your world is ugly.
And I am inside of you.
Our breath reeks with hatred.
Our hearts pound war calls.
But I'm not part of you
I'm inside for the ride.
Hips grind
Bumping slowly from side to side
Sweating, sliding, pumping
The rythm of the music.
How tough seems the function.
Sweet, sweet. sweet is the beat.
Vanish white woman
You're one of those your parents warned you of.

He couldn't go home
Because he was
Afraid
To go
Because he had lost;
their last quarter in the milk machine
Now they were milk-less;
That's why he was afraid.

Lost:
vicinity; 125th/Broadway
on Saturday evening
One Platinum 21 carat
emerald diamond,
to which was attached
a strawberry brooch
containing 25 white pearls,
6 rubies, 33 banana shaped emeralds,
and skaaty-eight round diamonds.
REWARD
Hey Otis bab
You'd never guess what
I found in our gutbucket.

A PRAYER FOR YOUR DAUGHTER; ASLEEP IN HARLEM

Rush upstairs
Peep in and see
If your child sleeps.
Go to her
Whisper prayers over her
Kiss her sweet brown lips.
Pray that she doesn't skin her knees tomorrow.
Pray that the rats don't bite her, sleeping tonight.

An Essay On Liberation: The Grade System Must Go

By STEVE KERR

In an age of predominant rhetoric, many may consider it vacuous sanctimony to constantly reiterate that, for effective and just resolution, the problems confronting our society demand genuine radical change; yet so long as our actions remain in contradiction to the admonitory import of these words, it will remain necessary to continue stressing their truth. In an attempt to avoid direct confrontation with the realities of its problems, our society, and, most distressingly, its "educational" segment, has embraced a repugnant tradition of proposing and accepting "moderate" nonsolutions (proposals compromised mainly for the sake of some type of expediency, political or otherwise) that purport to resolve a problem, but which, in fact, merely transform its appearance without changing its substance.

Grading

Thus with the alternatives of effecting a genuine change or merely transforming its appearance (that is, presupposing they do not pigeon-hole it), the Educational Policy Committee will soon be requested to directly confront one of our "educational" system's most detrimental aspects — the traditional mode of student evaluation, grading.

It should be immediately understood that grading, be it number, letter or pass-fail, de facto, does not provide the engenuous, equitable evaluation required to motivate, and not discourage, a student to "learn;" grading in the college is, and thus turns out to be, too often merely another form of that constant public judgment that is already oppressively omnipresent in our lives. Too frequently grades, as well the accompanying "comments," are the meaningless, stereotyped expressions of a professor's "objective" judgment (the word and its adjective are antithetical in their present context) pronounced upon a student's level of intellectual attainment as further "objectively" measured on an academic "scale of excellence" — A through F, smart through stupid, capable through incompetent, "success" through "failure". These are judgments, not evaluations; and in this case, there is a distinct difference between the two.

Yet most of the members of the university - college coterie proudly express their "firm conviction" that the ultimate goal of a "liberal education" is not to transmit a certain body of knowledge that the clever student can regurgitate at the professor's command (the pre - A and final) and thereby prove his academic and intellectual achievement; rather, it is to promote "learning;" to develop a desire to "learn" while at college, and thereby instill in the individual the desire to continue "learning" once he has departed its hallowed halls. Yet at this conclusion one hears even the non-cynical gibe, for the many results deny that this is the case and that, in fact, more the reverse is true. The charges of curriculum "irrelevance," the impatience of so many students just to "get out," the conspicuous lack of academic and intellectual enthusiasm here, and most accusatory, the blatant apathy toward intellectual advancement after graduation; all these reveal that the present "system" is not performing its avowed function, that of promoting "learning;" and is making fools of those who believe it is.

The relevance, if you will pardon the expression, of this discussion to the subject of grading is, somewhat ironically, this: one of the most traditional and absurd arguments offered in defense of "grades" is that "they promote learning." Their proponents insist that "grades develop a love of 'learning';" they are, admittedly, a "low," but 'necessary prod" that encourage a student's "performance." Now I shall agree that a pitchfork, carefully applied, will "prod" a person to work, will "motivate" him to action; but I seriously doubt that that person will thereby "develop a love" for the activity he was, "for his own good," "prodded" into. This writer, in response to the re-

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Pragmatism Attacked in Favor of Meaningfulness in History

Py CYRIAC K. PULLAPILLY

I have read with great interest Professor Nicolas Clifford's article "The Relevance of History" in the **Campus** of April 17. In as much as I admire Professor Clifford professionally and personally, I must vehemently disagree with much of what he said in this article. First of all, I think Professor Clifford misunderstood grossly what today's undergraduate means by "relevance." If anything, he is expressing a sense of history when he calls for relevance, instead of limiting himself to the present. Actually, he is asking the most profound and ultimate questions his elders neglect to ask. He is rebelling against the John Dewyan pragmatism that prevails in this country, which, reduced to a commercial level, is just as simple as seeking "what one can get out of any situation now." I think the kids are trying to tell their parents: "Damn with your pragmatism and present mindedness, away with your commercial mentality, there is more to life than making a buck or becoming successful."

Would Professor Clifford call the young rebel who puts his life and his future on the line in the quest for something more "meaningful" (relevant if you choose) rather than pursue the "get ahead at any cost" mentality of his elders one without a sense of history? What he is trying to do is save this civilization from the grips of the present-mindedness that bastardized it by cutting off from its spiritual and cultural sources.

What the New Left is attempting to accomplish is to bring this culture to a new sense of history, history taken in its widest possible scope, encompassing the total experience of the whole of human race, perhaps in a Hegelian sense (and don't forget that Marx was the intellectual progeny of Hegel) but definitely not in Jeremy Bentham's childish understanding of history as the record of the follies of mankind. How else can any discerning person explain the serious concern of many of our young people in understanding and appreciating the religious wisdom of the East?

I deplore with Professor Clifford the falling enrollment in history classes. But my diagnosis is that it is the Benthamite approach to history, prevailing in many of our academic institutions that makes it an unbearable subject. It should not be taken as an indication of the loss of a sense of history but rather as a sign of a growing rebellion against the dreadful method of lowering historical learning to catalogues of names and dates that do not convey any sense of history. What today's undergraduate is trying to tell us is that he does not care particularly whether Napoleon crossed the Alps over to Italy on the 3rd of July 1812 or not, but woe to anyone who mistakes this for a lack of interest in the Napoleonic phenomenon itself. To me the kids who yelled at Daley's police in the streets of Chicago "Gestapo! Gestapo!" are just as historical minded as Dean Rusk or Mao Tse-Tung who warn us against a repetition of Munich, whether they attend history classes or not.

I do not think that a Machiavellian approach to history as a source book of master strokes and mistakes by great figures of the past which should be imitated or avoided would appeal to this generation, despite the wise sayings of Thucydides or any other sage. What this generation wants is not to use history but to experience it; what cannot be experienced is not real. Can they identify themselves as the sons of the Greek sages and Roman heroes, the medieval saints and the Renaissance artists, the French philosophes and the leaders of the scientific revolution (which most certainly they are), then they are willing to learn about them. The purpose of education after all is to understand ourselves, and that is exactly what this generation is determined to do, despite the efforts of their elders to bog them down in irrelevant (forgive the term) and futile exercises in glorified coquetry — futile for the understanding of ourselves but not for earning a living or attaining the so-called success. Marshall McLuhan tells us that popular journalism and radio and television help this generation to identify itself much more than our footnoted history journals, and I believe it, although I do not for one moment doubt the value of our professional journals in a different context.

Contrary to what Professor Clifford says, I also believe that perhaps Madison Avenue and Detroit are more successful in selling the parts to us than our professional historians. How many cars bear the names that remind us of frontier America — the Mustang a good example; how many perfumes carry the names of ancient beauties and lovers — Cleopatra and Marc Antony most conspicuous among them. Does not the picture of the hemmed in and laced in sister of the past held today's "baby" enjoy her own thin cigarette a little better! What Madison Avenue is successfully exploiting is the sense of history we all have, but which in this case is mixed up with the pragmatic and egotistic tendencies we have developed. They are using history to sell us the products and we are using history to enjoy our prosperity a little better. Perhaps the rebellion of the New Left is directed against the slick salesmanship of Madison Avenue as well as the selfishness of the adult world, as the dirty habits and shaggy beards may testify.

I also have great difficulty in believing that the age old method of telling Johnny that spinach is good for him because it will grow hair on his chest is going to work in selling history to this generation. It is all very true that studying history will help us to "develop a sense of compassion, of understanding why human beings react in the intensely complicated and individualistic ways that they do." My contention is that this is exactly what today's undergraduate wants to do, but he is not given a chance to do. This is not exactly what we are helping him to do when we organize our history curricula in such a ridiculously imbalanced manner, offering a great number of courses in 300 years of American history and grudgingly one or two minor courses in all of the history of the rest of mankind. This is not exactly what we are helping him to do when our history sessions are often geared to force the student to rattle off oodles of names and dates in the final examination, and then conveniently forget all of them except, of course, the genuine grudge of having had to memorize all that. I am not talking about the Middlebury history offerings — Middlebury has a program which at least attempts to approach a semblance of decency. But look at most of our state schools for whom there is practically no other history or culture except the American!

I confess with Professor Clifford that I have had my secret doubts about the validity of the history profession, but not for a moment

Continued on page 11

Inside Story

Odds And Ends At Midd

By Nat Ayer

I would like to prostitute the meaning of two Bob Dylan songs to point out that the administration seems to be **doing** something, instead of simply talking. The attitude that many students hold these days can be seen in Dylan's song "Nothing Was Delivered." The meaning is generally that **someone** offered **something**, "made everybody pay," but then refused to deliver what he "owed." I think the Blacks have every right to feel this way toward the administration, for it seems obvious that for what they have had to pay, little has been returned in their benefit.

But the other song is more optimistic, and the lines "I'm pledging my time, to you, hoping you'll come through too" have a clear "relevance" to the athletic world of this college.

In the past articles that Steve Thomas and I wrote, we were convinced that Mr. Dick Colman was as optimistic and enthusiastic towards improving the quality of Middlebury athletics as he was capable at the time we talked to him. Mr. Colman, the entire coaching staff, and the athletes themselves, all have one objective in mind, to improve the entire athletic condition of the college, for the entire student body.

I was talking to John Bower the other day, and I asked about the rumor I had heard about his leaving Middlebury. He countered the remark with the statement that it was "absolute-ly 100 percent false!" He went on to say that he had received nothing but the best of cooperation from the administration (they built him a new ski jump and gave him an assist part-time coach) and that he felt that athletics were definitely important. When reminded of the poor records compiled so far this year, and the even poorer attendance to the games, he said that when the teams get better, more people will come to see them win. Nobody goes out of their way to see a losing team.

However, the significance of John's affirmation that he is staying is great. He feels there is a future in the Middlebury Athletic Dept. If we were to lose him now, it would indicate that not enough was being done to hold a coach of his great ability.

Contrary to the feeling with which I have been forced to almost agree, that the majority of the Middlebury "family" couldn't care less about sports, John firmly believes that this isn't true. As with all the coaches, he feels that sports will see an upswing in the near future. The reason is exactly the relationship Dylan sings of. The people I mentioned above were concerned enough to make a stand on what they wanted. Everyone knew that the athletic department needed certain things, and these people were able to convince the administration to get them. With the initial addition of Colman, he himself expected more returns from the administration, and so two new coaches were hired, John Anderson and Gary Walters.

There is more to be improved, but it seems likely that it will come. The administration never hired those high caliber coaches as a token gift to jocks. It will have to follow through with what the athletic department wants and needs, or these new, young, qualified men are going to make a fast exodus. They will not stand for rhetoric.

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By DAVE BREEN

Due to a paucity of recent issues, there has been a corresponding lack of intramural athletic reporting, and there is much to report. The bowling trophy was picked up by a surprisingly tough DTO squad, led by John Mallouk, who averaged 189 per game to cop his third individual title of the year.

Freddy Batten's Slug squad tied for second with DU and this year's high game was bowled by Big Jim Ouimette of DTO at 224. Zete's Gary Westerman was second with 216, and DTO had the high series with 790. That ain't bad.

The Stewart Hall freshmen finally made a good showing by edging out the Zeta Psi swim squad, as Zete's John Gambell won the breast-stroking event and the frosh took everything else but the 75-yard medley, which went to Independents Shaw, Zinn and Jones.

Bob Metcalf took the 50 and 100 yard free-style events for Stewart and Chris David won the backstroke. They were joined by Steve Lundy and Steve Crowly to win the 200 yard free-style relay.

Zeta Psi did manage, however, to win the badminton championship through the herculean efforts of Al Wood, Charlie Davis and John Stevenson. They narrowly outpointed DTO's Mallouk, Dave Sayre, and Mark Ripa, in the finals, after pre-tourney favorite PKT bowed to Zete in the first round.

John Mallouk defeated Slug's dual badminton title in a come-from-behind effort that went down to the proverbial wire. Owning the tennis title as well, the only crown Mallouk does not seem to have a shot at is the school gin rummy championship.

Shawn Keenan and iron Mike Jones led PPT to a win in the rifle shooting competition over Zeta Psi as expected. The team golf and tennis championship will be decided in the near future, and this week John Fiske and Steve Kipp will slug it out for the right to play Cal Werner for the golf title.

Soccer and Softball results are coming in and next week's issue will feature an in-depth report on both. Bush League's of the Week" award this week newly inaugurated "Bush Move goes to PKT for their "art film festival" last week.

'69 Lacrosse Compiling An Outstanding 7-1 Record

By GREG LEWIS

Last year's Varsity Lacrosse team finished their season with an 8-win, 7-loss record. The team was voted Most Improved in New England.

This year's team has already compiled seven wins, and, if someone can stop U. Mass, may be voted New England champions.

The key to this early season success is team play, excellent execution of fundamentals, and superb coaching. Many people mocked Morrone men during their early season parking lot practice, but it didn't bother the team members in the slightest. So far they have the best season record of any Middlebury team in years.

During spring break the laxmen played and won four games. It was the first spring trip that the Panthers have ever completed without a loss. More amazing and important, however, is that the cradlers have played without last year's highest scoring attackman, Tri-Captain Tom Harrington, who was sick with mononucleosis.

Under the leadership of the remaining Captains, Ralph Sexton and Dave Bahnson, the Panthers displayed superb team play in their victories. And, without question, freshmen Dido Staley and Brad Bruce were valuable assets. At this moment, with eight games completed, Brad leads the team in scoring, with 17 goals, 5 assists, totalling 22 points. Following him are Ralph Sexton (11-5) and John French (6-10), each with 16 points.

Returning home after a 10-5 victory over the Boston Lacrosse Club, an 11-3 win over New York Maritime, a 10-0 shutout against Adelphi, and an 8-2 fisticuffs - filled contest with Tufts, the laxmen faced Union and defeated them 8-2 for the first time in three years.

The first Saturday after vacation the cradlers travelled to Conn. and knocked off Wesleyan 7-5 after trailing 3-4 at the half. Overconfident and thinking ahead to the U. Mass game, the Morrone men rallied in the fourth quarter with two goals by senior attackman John French to win.

Last Wednesday, April 16, the team encountered its first loss against a powerful offensive U. Mass squad. Middlebury could have beaten them if. . .but things did not go that way, and Mass. is unquestionably strong. They hope to run over all opposition on their way to the New England Championship. Middlebury wishes they could play them once more.

Following the Mass. defeat, the laxmen surged over UNH 11-0, last Saturday in the snow to prove that a loss would not keep them down. Tom Harrington, finally playing, led the scoring with 3 goals, and Jeff Sturges added 2 goals and one assist. Goalie Rick Moore nabbed his second shutout of the season.

Wednesday the team played RPI, which was probably a tough game, but since this newspaper comes out on the wrong day of the week, we cannot discuss yesterday's match. Saturday the club faces a proverbially strong Amherst team away.

To summarize the last eight games in a few words is difficult, but certain things stand out. Scoring is coming from all directions. Middlebury is beating their opponents in the basics. They have picked up a third more ground balls, won twice as many face-offs, cleared a third more, and made almost three times the number of rides. In addition, they have accumulated 99 total points to the oppositions' 33, and have outscored on extra-man goals, 17-4. This means the team is hustling more, and is much more aggressive. In a rugged sport these mean the difference between winning and losing.

Moreover, this year's club has great depth. Last year's juniors are playing and are the backbone of the team; in the past the number of seniors has been small, and this has hurt. Middlebury has excellent defense and goaltending. For the first time, a substitute goaler, Vaughn Gooding, can play and do a perfectly good job. There is no reason to doubt that the lacrosse team will continue its brilliant performance, and in so doing, raise the sports attitude as a by-product.

FIRST VICTORY

The Freshman Tennis team gained their first victory last Tuesday, defeating a very weak Northwood School squad 8-1. One of the reasons for the victory was that Northwood had been playing only three days previous.

Golfers Drop Two Matches

The Middlebury Golf team lost their second match of the season, and their home opener, last Monday, to UVM 5-1. Bob Krem was the only winner for the Panthers, and he shot a fine 77 to beat Bob Pucher 6-5. Bill Davis of Vermont earned medalist honors, shooting a 75, opposed to Captain Steve Kipp's 78, whom he beat in the number one playing position. Duke Nelson mentioned that Kipp and Bill Sessions, shooting 81, were playing near their best, although everyone is hopefully going to improve. The roster included a freshman, Bill Spitz (85), at number four, because Larry Dixon failed to show up for the match. Other members shot: 85-Werner, and 84-Fiske.

Duke related that one problem with the team is that there are no strong first and second men. Kipp and Sessions played three and four last year, and now they are pitted against better players, and are finding it harder to make equally good showings. He also said that although this was only the second match, "If you don't win early, you find the season's already over." Let's hope not.

Hitters Lose Lady Luck

By DAVE BREEN

After an impressive opening victory over Wesleyan, the Middlebury College varsity baseball team dropped two tough and close decisions this week, 1-0 at Union on Wednesday and 5-2 here Thursday at the hands of Clarkson.

The Panthers played errorless ball for five innings in the rain-shortened Union contest while sophomore hurler John Tuohy gave up just one hit. Union rightfielder Wilson led off the third with a triple to center, which proved to be all the hits they needed. The catcher Gidlow followed with a sacrifice fly to center and Wilson just made it under catcher Jake Gilhooly's tag after a perfect throw from centerfielder Charlie Beall.

The rain stepped up at this point, and the Panthers were able to manage only a single by Sophomore Barry Metayer before the umpires gave up after five innings and called it a game.

It all seemed to go with the breaks the following day at Porter Field as Coach Wendy Forbes' squad outhit Clarkson 9 to 8 but managed to leave ten men stranded on the sacks.

The trouble all started for Junior pitcher Ed Miller when Clarkson second sacker Sautter singled and the rightfielder Tanneberger followed with a roller to the mound and proceeded to bowl over first baseman Touhy, who was trying to take Miller's throw. Both runners were safe, and both scored following singles by first baseman Gibbons and Pitcher Lefty Gorham of Clarkson.

Junior leftfielder Jon Reynolds, with a stellar five-for-five performance at the plate, made it 2-1 in the fifth with a single, and extra base on an error, and a clutch single by cleanup hitter John Touhy.

Clarkson picked up two more in the seventh off starter Miller when leftfielder Hill singled with the bases loaded and two outs. Heads-up fielding by Touhy and third baseman Dave Norton caught the first-base runner at third and saved another run from scoring. They added an insurance run in the ninth.

It was almost another story in the bottom of the ninth, however, as a Midd rally fell inches short. Captain Jim Soja led off with a pinch hit single and went to second on a sacrifice fly. With two out, Reynolds banged a double to right field, scoring Soja.

Second baseman Frank Badger reached on an error and Barry Metayer, the tying run at the plate, drilled one deep to right center off fading pitcher Lefty Gorham which the Clarkson center fielder, appropriately named Bob Snare, hauled down on a dead run with a leaping catch to end the game.

Bright spots for the Panthers were two fine double plays and a good relief job by freshman pitcher Mike Goldberger for two innings.

A strong bench and the promise of good weather bode well for the Panthers, who played Amherst at home Tuesday and will travel to Burlington to face tough UVM today.

Carroll's Courtmen Continue Streak

By NAT AYER

The varsity tennis team continued to confirm the pre-season predictions that they are good. Last Saturday they quenched the traditional UVM desire by defeating them 6-3. Captain Levin, playing number one, easily ran through this man 6-2, 6-1. Goose Nichols had a harder time, but pulled through in the final two sets to gain a 4-6, 6-2, 6-2 victory. John Stevenson, making his first appearance, took his man 6-0, 6-3. Russell followed with one of the three losses, 5-7, 1-6. Chuck Davis, overcoming serious subconscious stresses (he was switched to a different number just before the match), finally pulled through with a 6-1, 7-5 win. He had been down 3-5, forty-love in that second set, and only the most heroic personal and team devotion enabled him to come through. Dave Brautigam defeated his opponent 8-6, 6-3 to round everything out.

In the doubles Levin and Nichols teamed to overpower their men 6-4, 6-4. The last two doubles teams lost, 3-6, 3-6, and 7-5, 6-1, 8-6. Mr. Carroll commented that "Levin played superb tennis again," and "Stevenson played well" also. He mentioned that "the doubles teams were notably lacking!" No matter, for his team won, and no one sees any serious threat for a while.

Freshmen Drop Their First 3-6 so lucky in their initial bid on the same day, likewise against Vermont. Nat Ayer lost the number one match to Steve Clark, who was a very incisive, consistent player (7-5, 3-6, 6-1). Bim Gander played in the second slot, and did not fare much better, losing 5-7, 4-6. Dave Hitch also lost at three, 6-8, 3-6. Chris Davis provided the first singles win, overcoming his man 7-5, 5-7, 6-3. Dick Weiss lost his in two sets, 4-6, 2-6. Eric Johnson was called in to play the sixth position in an interesting manner. There was no player originally, but Wayne Scott, their coach for the day, saw him watching, knew that he played, and asked if he's like to be number six. He accepted, and won 6-3, 0-6, 6-4.

The doubles were as unsuccessful as the singles, with Gander and Ayer falling 3-6, 6-1, 4-6; Weiss and Davis 6-8, 7-9. Hitch and Jenson saved the Pantherettes from total humiliation, winning 6-8, 6-1, 6-1.

Frosh Laxmen

Following in the footsteps of the varsity, the freshman lacrosse team demolished St. Michael's squad 12-3 last Monday afternoon in their first match, an unofficial scrimmage. Compared to the opposition, the Panthers appeared more organized and competent in their various roles. The scoring was spread evenly after the first two players, Al Blum and Dido Staley, who got 4 and 3 goals respectively. The following each hit for one: Bob Crimi, Doug Arnot, Joe Carter, Dave Furney, and Rick Pagano. Goalie Sam Walker was fantastic in the nets and Joe Morrone says he shows "great promise."

Great gobs of good greetings.

Inside Story . . .

Continued from page 8

not when their livelihood depends upon it.

So just on an economic investment basis, President Armstrong must stick by what he has indicated, and within a few short years, beginning perhaps this spring with the lacrosse team, Middlebury might see some exciting things happen down at the Field House, things which, surprise, surprise, will probably interest most of the student body. The athletic world has pledged itself to Dr. Armstrong, and it appears that he has delivered. Much more must come, in the sports area, so even the unathletic can enjoy themselves at sport events, and of course in the larger realms of academic and social concerns, which might not be so very far apart in the modern college.

Track Team Falters In Rain at Trinity 81-59

By KENNY CONN

Last Saturday, Middlebury's dissipated track team journeyed to Hartford and were handed their first loss of the season by the Trinity thin clads, 81-59. Track coach Stub Mackey lauded the efforts of the squad, but was disappointed that five of his regulars did not make the trip. Despite the absence of these men, the track team did well on the rain-soaked Trinity field, and might have won if they had been present.

Middlebury's hurdlers continued their winning ways. Sophomore Steve Peach won both the high hurdles and the 440 intermediate hurdles for the Panthers. Peter Wood and Bob Whittaker finished behind Steve in the highs, while Whittaker also placed second in the intermediate race. Captain Peter Reynolds captured second place in both the mile and the two-mile. Plucky Bill Halapin, slowed by puddles in the middle of the course, finished second in the 100 and third in the 220. Junior Mike Hague was awarded a well-deserved third in the 440, and freshman Mark Nyvall took second in the 880.

Glenn Krug led the Panther effort in the field events, winning the discus with a toss of 132' 2", placing second in the high jump (clearing 5' 10"), and capturing third in the shot, throwing 48'. John Ferguson was second behind Krug in the discus, while Mark Yeager and Mike Hague were first and third respectively in the javelin, Yeager throwing 169' 5 1-2". Bobby Whittaker, who entered five events, took second in both the triple and long jumps. Sophomores Bob Bianchetti and [illegible] Howell were second and third in the pole vault.

The loss to Trinity was sour, as any loss is, but this time especially so, because of the absence of key members of the team. Their record now stands at 2-1, and they will meet RPI this Saturday in Troy.

Hail and Farewell.

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Grades . . .

Continued from page 7

sults a college "liberal education" seems to be producing in people, cannot help but feel that "grades" are, to too significant a degree, responsible for the sad lack of student enthusiasm over "learning" and the knowledge thereby acquired as their own rewards and for their own sakes. Sidney Simon, Assistant Professor of Education at Temple University, has concluded that indeed "grades tend to destroy what learning should be all about." The reward for "learning" that is held out by students, faculty and administration alike (and is thus solely encouraged by each of these groups) is not that ineffable sense of satisfaction and fulfillment (these two emotions when experienced will make any course "relevant") that one attains through a meaningful "learning" experience; rather it is that rotten carrot of an A.

The disagreement in conclusions arises from the confusion of those who consider to be genuine "learning" one or another variant of that "anal compulsiveness" I shall call for lack of a more philosophic term, "grade-preparation." Certainly "grades" "motivate" students to study and, in the process, though by no means necessarily, learn; fear has always been one of man's most compelling coercers. "Grades" loom like bullets in the professors' pens, ready to be fired for you or at you, depending upon whether you knuckle under or not. It is foolish, however, to suppose that any coercive measure, such as grades, promotes "learning." A student may learn in the process of achieving at least "decent grades" (whatever they are), but the learning is almost an unexpected bonus; and yet if a student, by some unknown grace, does acquire a "love of learning," and pursues it by that wonderful intuition concommitantly inspired, he may find, when the semi-annual public stoning arrives, that the "scale of excellence" judges him "stupid," period. An atmosphere in which "grades" are the primary instrument of (ouch) evaluation is simply not one that is conducive to the genuine act of "learning."

At Middlebury there is no sense that "learning" is its own end and, more desperately important, its own reward; that "learning" is vital to the human conditions; that "learning" is dynamic, continuing process; or even that "learning" exists. Many look around, see that this is the case and then conclude, as Becker said, that it does not exist. The damn phrase, "Well, that's reality," is uttered, and all the Uncle Tom students shuffle off. That is the future of Middlebury?

And for those who do believe that "learning" is a dynamic, continuing process; that to instill a deep sense of this in the student is the goal of the college; and that grades are successful in doing this; why so much dissatisfaction here and so many "graduates" later join the Book-of-the-Month Club to be told what to read and allow the Theatre Guild to pick their drama for them" if the present "system" with the "effective" motivation grades provide, has at all succeeded in its self-avowed task?

Buberisms

Of course, proponents of "grades," who all consider themselves rational, "objective" "markers," but who in fact often are not, reply that "grades" are not an "instrument of power," but rather an "expression of truth;" that it is possible, and indeed quite fair and proper, to rank diverse students along a single "scale of excellence." You are "excellent" if you knuckle under ("Look, the guy likes Buber, so I give him Buberisms all semester." Simon); a "failure" if you do not conform (Bye, bye Ivy Halls; Hello Viet Nam); you can be "excellent" if you "learn to balance your twelve semester hours with a mixture of hard markers and easy markers, and like good consumers, budget your time each night and study a little of this and a little of that" (Simon); you can be "excellent" if you can write a paper "you guess the professor will like (whether you care deeply about it doesn't matter)" (ibid.); you can become "excellent" if you become one of the "phantoms of the library" who all but physically die among the stacks in their relentless search for "knowledge;" you can promote your own "excellence" by indulging in a little "brown-nosing" (for which your "anal compulsiveness" will hopefully get you nothing more than a little beefsteak in each nostril); and when it is all over and you have wrapped it all up for the semester, and Mr. Denny gives out the "grades" that are the proof of your "excellence," you can shuffle your feet and drawl, "Yas, boss; oh, and thankyou, sir."

But what about the student who cannot compromise himself? Who tells a professor (oh, how rare, but sweet!) that for his "instruction" he deserves an F? Who started out a bit confused and only had his confusion exacerbated by the professor's indifference? Who is of a nature that he feels debased in his "own eyes when he receives a poor "grade?" Who is of a temperament that he needs all the encouragement he can get in order to "learn" (and is that not the goal throughout)? Who gets "nearly and finally flunked out" (and there are many variants of "flunking out" even though a student remains enrolled) because he "questioned the system or resisted it" or just could not function in it? Are these students really "failures?" The transcript would have you believe so.

And, finally, what of that large group in the middle, who are not "excellent," yet not quite "failures?" Many are not blessed with an innate "love of learning," yet are not what the "system" would ultimately label "derelicts." To most, "grades" are not enough to make them "excellent;" yet pre-

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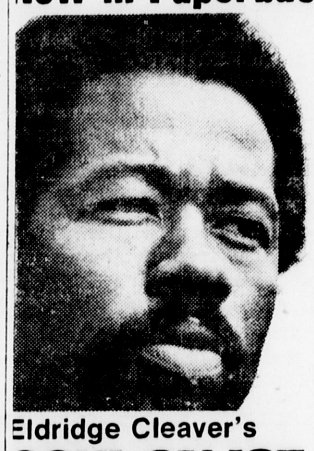

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Grades . . .

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fessors, who can hide their lack of ability to inspire behind the threat of "grades" do not motivate them. Many students are looking for that inspiration that is going to instill in them a "love of learning." Yet when it is motivation-time, out come the "objective grades," absolving the professor of any further responsibility and thereby "turning the student off." Is it any wonder that so many students finally do end up in places like John Cheever's Shady Hill suburb?

Sense of Community

All these are, in significant part, products of that traditional mode of judgment known as "grading." Can anyone say that they are the desirable products of a "liberal education?"

Another detrimental function of "grades" particularly at Middlebury, is to reinforce the obvious lack of any sense of "community" other than that of a bunch of people forced to live together. Charles Price, chaplain at Harvard, remarked just after the commencement of the disturbance that disrupted the daily malfunction of their "system," "A real community can scarcely be said to exist here." Well, we do not as yet have any acts of civil disobedience, but neither do we have a community. President Armstrong may enjoy thinking of us as one big "family," but if that is the case, it is one comprised of eighteen hundred very black sheep.

Fraternities contribute their share to this problem, as does the administration's untrustworthiness and authoritarian edicts; but "grades" gloat victoriously. They separate students with the often cut-throat competition they inspire, and with the inane cry of "Wadjaget" they evoke; they separate the students and the faculty by introducing distrust and fear into a relationship that for mutual benefit should be wholly free of such antagonism; and they urge competition, not cooperation, as the name of the game. Price's dream that "a clear vision of the fragile humanity we share" be substituted for an atmosphere of individual isolation, can never be realized in an atmosphere that regards "grading" class ranking and Dean's lists as the fundamental criteria for determining "excellence" and progress toward the "love of learning."

Thus, the goal of a "community of 'learning' " where freedom, cooperation, understanding and ingenuousness; rather than coercion, competition, indifference and manipulation, prevail; is defeated before it can ever develop; and it is extremely difficult to instill a "love of 'learning' " in an atmosphere that foils you at every turn. "Altruism and a sense of community just don't exist at most colleges and universities" (Simon).

Of course, "grades" have their proponents too; but despite the tradition of history that supposedly supports their arguments, the reasons they cite are few in number and shallow in substance. Other than the argument that "grades" somehow motivate people, the most frequently fallen back upon is that grading and its related activities are necessary for graduate schools. However, the fact is that "the best of the grad schools are not all that concerned about them" (Simon).

For the rest, it would seem that with their professedly strong convictions concerning the value of a "liberal education," their supposedly high regard for the quality of Middlebury and the integrity of its professors (or are these two more fallacies that we may not rely upon?); their presumed belief in the necessity of experimentation in the search for better methods of education; "the handwriting on the wall" that is now being loudly and clearly read to them by the students of such institutions as Harvard, S.F.U., Chicago, etc.; and the assumption

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History Relevance . . .

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have I doubted the value of history. I doubted the validity of the history profession not because of its "emphasis on complexity' nor because of its "unwillingness to accept easy answers," but rather because of its lack of sensitivity to the quest of man to find his identity with his ancestors, because of its super professionalism and contempt for the present — if you want to call it conservatism, I won't quibble with you. If I ever accuse undergraduate history teachers, it will not be for the complexity of their treatment of history but for their over-eagerness to pigeonhole historical figures and events. Perhaps the undergraduate of yester year might have taken his class notes very carefully and repeated them faithfully in the examinations for the benefit of the teacher The professionally oriented student may still do the same. But a student who is willing to ask the larger questions concerning his own identity and his place in history will never be satisfied with such elementary treatment.

I admit that the historian's role is not that of a disguised psychiatrist or priest who may straighten out the identity problems of our "sick" generation, but let us never forget that if we cannot, on an intellectual plane, identity our position in the eternal flow of history we are not worth our salt — and should we wonder why this generation is deserting us! I dare say that they are only deserting the warped professionalism of historians, but not history itself.

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Grades . . .

Continued from page 11

that the prospective graduate student is enrolling for the very sake of "learning" (at least, much, much more so than were many undergraduates); for all these reasons it would seem that allowances could be made or alternatives derived; that a little friendly cooperation and willful understanding could be exercised; that the administration and faculty (and students!) could for once, in the spirit of an ingenuous desire to help those who have the most at stake, the student; not blurt out, with their childish inanity, "Impossible!"; but would rather consider that still it is more noble to be defeated in an untried endeavor than it is to emerge "victorious" in the pursuit of a goal.

In any event, California will not fall off the United States if Middlebury experiments with the abolition of "grades;" Dean O'Brien will lose none of his uncoveted power if the office beneath him is deprived of its files of apotheosized transcripts; Dean Petersen may actually rest more easily at night and President Armstrong might be less frequently called "Jimmy Bluehair." The criticism might flow more ingenuously, with some of the invective and "dominant rhetoric" being replaced by less enraged tongues and more substantive words. What have the students got to lose? The results discussed earlier suggest something is malfunctioning and much of the evidence points to "grades." We have been short-changed by the time we get to the check-out counter not only by an additional graduation fee few seem to know about, but also by the quality of what we have tried to buy for four years and only afterwards realize we never received.

John Gardner, in an essay on the problems of our society as a whole, remarked: "If we are lucky, we will be given the chance to earn it (our salvation). Unfortunately, we are enormously clever at avoiding self - examination." Middlebury has a battery of people whose ability to "avoid self-examination" borders on genius. However, "we can (no longer) afford to limit ourselves to routine repair of breakdowns in our institutions." Anything less than radical innovation, in light of the evidence against grades," will be just another coat of short-lasting polish on a car that has almost stopped running: it may look nice for a while more, and we may even get a few hundred new buyers; but soon something irreparable will break and Middlebury will be stranded many miles from any assistance. Grades must go.

James Dixon, president of Antioch College, wrote concerning "grades:" "Student representation may hasten the movement away from grades and credits to other modes of evaluation — not to escape evaluation, but to escape coercion." Everyone wants and needs evaluation — but he wants ingenuous, concerned criticism in private and an atmosphere that does not mock at his efforts for self-improvement. "Grades" are "public instruments" of nonbeneficial judgment that serve no legitimate purpose other than bureaucratic ease. This writer's fear is that once again the faculty will allow itself to be bullied; that once again the students will play Uncle Tom; and that once again such non-solutions will prevail. It has too often happened at Middlebury before to expect any real change; that is, unless some new actors are introduced into the decision-making process, now.

Biology . . .

Continued from page 1

for next year "was being planned before the petition was formulated, in fact, a couple of months now." Saul noted that "colleges all over the country are facing exactly the same problem — which material will have some meaning for the students later in their lives." And he added, "It seems as though the biology course is in the center of it."

"A very high percentage of our students are going to be taking exams that will qualify them, or not qualify them, for graduate or professional exams," Saul said in defense of objective tests. "It doesn't hurt to keep in practice by giving an objective-type exam."

Regarding this year's labs, which at times look up to six hours, Saul said, "We intend to try to put more discussion in labs. We're going to try to keep the labs within reasonable length."

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